

College Road Pre-School

College Road, Harrow, Middlesex, HA1 1BA

Inspection date	04/11/2013
Previous inspection date	21/09/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children behave well and the staff use effective strategies to support their good understanding of the behaviour expectations.
- Staff provide a language rich environment and are skilful in promoting children's communication and language. As a result children learn new words and their meanings rapidly.
- Children's independence and self-care skills are consistently supported by staff that enable them to manage their own needs.

It is not yet good because

- Staff do not complete regular accurate assessments of children's learning which are linked to the educational programmes. This means staff cannot ensure all children are making good progress in all areas of learning.
- Staff do not use all possible links between parents and home to encourage parents to further extend their children's development in all relevant areas.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction.
- The inspector sampled a range of documentation, including policies, procedures children's records and planning.
- The inspector talked with the manager, staff and children.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Lorraine Pike

Full report

Information about the setting

College Road Playgroup has been registered since 1992. It is managed by a voluntary management committee, made up of parents of children at the setting. It operates from the first floor of Harrow Baptist Church, situated in the London Borough of Harrow. The setting can be accessed by both stairs and a lift. Children have access to three interconnecting rooms and use the roof terrace for outdoor play. The setting opens five days a week from 9.30am to 12.30pm, for 38 weeks of the year. The setting is registered on Early Years Register. There are currently 14 children in the early year's age group. The setting is in receipt of funding for the provision of free early education for children aged three and four years. The setting supports children with special educational needs and/or disabilities and children who learn English as an additional language. The setting employs five staff, including the manager, all of whom hold appropriate early years qualifications. Of these, one member of staff holds an international teaching qualification. The manager holds a qualification to National Vocational Level 5, one member of staff holds a qualification to Level 4, one member of staff holds a qualification to Level 3 and one member of staff holds a qualification to Level 2 qualification. The setting receives advice, support and training from the local authority. The setting is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- consistently assess and record individual children's development in each area of learning by regularly observing their play, in order to shape individual learning experiences that challenge and support their all round development.

To further improve the quality of the early years provision the provider should:

- extend further links with parents to promote all opportunities for them to share in their children's learning, particularly for children who learn English as an additional language.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide children with a suitable range of activities and experiences, which they enjoy and generally support their development across the areas of learning both inside and outside. Children have uninterrupted time, space and freedom to initiate, plan, lead and

conclude their own play using flexible resources. Staff arrange the inside environment into the areas of learning in preparation for children's arrival. As a result, children quickly settle and engage in activities. Children move confidently between each of the three interconnecting rooms, freely choosing what to play with following their interests. Staff encourage children to persist with difficulties, trying again or in a different way. For example, when some children find the available puzzles challenging, staff act as role models as they encourage open ended thinking by making suggestions of where to place pieces. There is a comfortable reading corner with a selection of books, which reflect the cultural diversity of the children.

Staff have a generally sound understanding of how children learn and develop. They observe children on a regular basis. However, observations are rarely linked to the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Consequently, staff are unable to accurately assess or plan learning experiences that consider children's style of learning or stage of development. As a result, children's next steps in learning are not fully identified and they make satisfactory, rather than good, progress from their starting points.

Children are adequately developing key skills that they require to become ready for their next stage of learning or school. For example, staff encourage children to select and put on their own coats children are beginning to identify their own name. All staff have suitable qualifications, relevant experience and access to training to improve their practice. For example, as a result of training from the Every Child A Talker initiative, all staff are skilled in supporting and extending children's communication, language and literacy skills. This is a strong focus within the setting. Staff frequently talk with and alongside children in engaging ways. For example, staff get down to children's level when speaking to them, adjusting their language according to children's level of understanding. Consequently children begin to learn new words and their meanings rapidly.

Children with special educational needs and/or disabilities receive close and comforting attention, so that they can participate in all activities and form strong bonds and friendships with others. This helps them to develop their confidence, self-awareness and personal relationships. Effective partnership with other professionals, such as speech therapists, means that early intervention to support children with special educational needs and/or disabilities effectively, is provided. This contributes towards narrowing the achievement gap in children's learning and development. However, staff do not always fully extend all links with parents to further support them to complete activities at home with their children. For example, staff support children who learn English as an additional language well in the playgroup, but do not always suggest activities for parents to complete at home to further support their children's confidence in English.

Children show a willingness to have a go, as they participate in a music session, for example, they explore and compare the sounds of the different instruments. Staff quickly identify their interest and extend the use of their instruments by singing their favourite nursery rhymes and number action songs to them. Children are excited and display high levels of energy as they play their instruments to accompany the words. This helps them to develop the characteristics of effective learning.

Children are attracted by the cosy corner where they can snuggle up in the cushions or play with puppets. Staff are skilful in using the puppets to help support children's understanding of simple mathematical concepts. For example, one member of staff sets children a challenge by asking them to compare if the lion puppet is smaller or bigger than their own body.

Generally, effective partnerships have been developed with parents with regards to children's learning and development. Parents are full of praise for the setting and the staff. They talk about the welcoming environment that has been provided by the staff. Consequently, children adjust to their new learning environment quickly. Information is shared on a daily basis with them through discussions. In addition the setting provides workshops for parents that enable them to gain a better understanding of some of the educational programmes and safeguarding procedures that staff use.

The contribution of the early years provision to the well-being of children

Staff are skilled at supporting children to learn how to manage their own behaviour and emotions. This is helped by a calm approach and clear explanations and reminders from staff to enforce reasonable boundaries. For example, to tuck their chair in when leaving the table and to share resources. Staff effectively use a sand timer and golden rules to support children's understanding of when it is their turn. Positive behaviour is acknowledged and praised by staff to help reinforce children's self-motivation.

Arrangements to help children settle into the setting and to build secure emotional attachments with their key person are good. Parents and children are invited to visit the setting prior to starting so that children become familiar with the setting and staff are able to meet the children's care needs as soon as they start. Parents have regular contact with their child's key person and this helps to build positive relationships between home and setting, which then contributes to children's sense of security and well-being. Staff are warm, caring and attentive and get to know the children very well as individuals. Children who learn English as an additional language are supported well in the setting. Several staff speak a range of languages in addition to English. This is taken into consideration when allocating children their key person. All staff know familiar phrases and build secure relationships with parents to include traditions, customs and festivals into their planning.

Staff promote children's understanding of healthy lifestyles as children benefit from regular fresh air and exercise during outdoor play on the roof terrace. Children develop strong physical skills as they confidently climb and descend the stairs, balance, jump and ride a range of bikes and scooters. Snacks are varied, healthy and nutritious, encouraging children to make positive food choices. Staff remain acutely mindful of any dietary needs. Children's skills and independence is promoted as they cut up their own food into bite size pieces, pour their own drinks and choose when to help themselves to snack. Children manage their personal needs well according to their age. They learn good hygiene habits through regular routines and reminders, for example, washing their hands and disposing of tissues in the bin after toileting and when returning from outdoor play.

Regular fire evacuations enable staff and children to know what to do in an emergency. Staff place a high priority on helping children to identify potential dangers. For example, following evacuations, staff use large stimulating pictures and discuss with children the type of things that can get hot or may cause a fire. Therefore children's interest is maintained and their understanding increased.

The effectiveness of the leadership and management of the early years provision

All staff are knowledgeable and well informed about the procedures to follow if they have a safeguarding concern about a child, or if an allegation of abuse is made against a member of staff. As a result of action from the setting's previous inspection, documentation, policies and procedures have been improved and are reviewed regularly to ensure they reflect current guidelines and practice. All staff have attended at least basic safeguarding training. The designated safeguarding officers support staff in their knowledge of child protection issues. Staff have a sound knowledge of the policies and the procedures to follow in the event of concerns. Procedures for recruiting and selecting staff are rigorous and a member of the management committee supports the manager in this process. These measures strengthen the provision for children's safety.

The manager has a suitable understanding of her responsibilities to monitor the planning and delivery of the educational programmes. However, systems to monitor the regularity and effectiveness of staff assessments of children are not well established. Therefore, staff do not identify all gaps in learning that may arise.

Staff regularly reflect on their practice and share this through daily conversations and regular staff meetings. The manager has written a self-evaluation document, which provides useful information about strengths and areas for development. Parents views are very much included in the settings self evaluation process and their views are sought through questionnaires twice a year. There is a setting improvement plan in place. Recent improvements have included labelling resources in dual languages and creating a number board that enables children to sequence and name numbers. There are strong links with the local authority advisors and the committee is very supportive in promoting the aims, purposes and development of the setting. This means there is good capacity to improve.

The manager monitors the quality of teaching through peer observations and some reviews of children's learning stories. Staff attend formal supervision and appraisal meetings where their suitability is reaffirmed, and training needs and preferences are identified. This supports staff to continue with their own professional development to promote improved practice.

Staff provide sound support to emotionally prepare children for their move to school. For example, children try on uniform, discuss how they feel using 'going to school' books and measure and record how much they have grown on their giraffe since joining the setting. There is regular liaison with, and visits from, the schools to which children transfer. In addition, key persons complete a detailed review containing relevant information about

children's needs and interests which ensures greater opportunities for children's continuity of care, learning and development when they move.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	509103
Local authority	Harrow
Inspection number	814326
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	14
Name of provider	College Road Playgroup Committee
Date of previous inspection	21/09/2010
Telephone number	02084274600

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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